

Childminder report

Inspection date: 23 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, stimulating and caring environment for children. She knows them all well and supports new children to settle quickly. Children develop strong bonds with the childminder. They like to play closely alongside her, and often hold up their arms for cuddles. They happily wave goodbye to their parents and come confidently into the childminder's home. The childminder has clear boundaries to support children in learning about positive behaviour. Children show great kindness and care towards each other. They show concern when their friends are upset, and hold a hand out to comfort them. The children enjoy engaging with the many resources the childminder provides. They like to play and interact together.

Children enjoy exploring different toys and learning new skills. Babies smile as they build and topple over towers made with magnets. Older children use their imagination to create their own models with stickle bricks. The childminder builds on previous learning and ensures the children make progress. She supports children's social skills and language development well. For example, she purposefully plays music often, and children enjoy singing along to familiar nursery rhymes and dancing together. The children regularly enjoy role play. They make pretend drinks and food in the play kitchen. Older children delight in sensitively caring for baby dolls, changing their nappies and feeding them. The childminder is good at supporting children to become confident, independent learners, who are ready for the next stage of their development.

What does the early years setting do well and what does it need to do better?

- The childminder knows what the children enjoy and provides different resources to keep them engaged. She uses clear explanation and demonstrations, to show children how to use different tools. For example, children show they can hold a pencil correctly and enjoy mark making from a very young age. She is good at directing different questions to each child, so they all make progress at their appropriate developmental levels.
- Children enjoy the different fine motor activities the childminder provides, such as using jigsaws with pegs and playing with small-world figures. They demonstrate that they have learned and remembered where each jigsaw piece goes. They beam as the childminder praises them and they enjoy showing off their skills. This supports them to have a positive attitude to learning.
- Children develop a love of books from a young age. The childminder takes time to read and discuss the stories the children choose. They enjoy leaning on the childminder's shoulder or laying on her lap, while she reads engagingly to them. She points to the words and pictures, and asks children questions as she reads to keep them involved. This means that children are beginning to understand

that print has meaning and about the way in which books and stories work.

- The childminder supports children to begin to understand a sense of right and wrong and how others might feel. She reminds them of kind hands, and children are quick to listen and respond to her. They are good at sharing resources, such as pencils and magnets. The childminder takes the children to meet other local childminders and to visit local playgroups. This allows them to interact with children of different ages and develop their social skills in larger groups, in preparation for school.
- Children eat nutritious, home-cooked meals. They enjoy the company of other children as they giggle with each other, during social mealtimes at the table. They thoroughly enjoy the level of independence the childminder allows them and they confidently feed themselves.
- The childminder reflects on her practice to make improvements. For example, she is considering how to best utilise the outdoor space and make it accessible in all weather. She completes mandatory training, such as in paediatric first aid and safeguarding. However, she does not target professional development opportunities, to help raise the quality of education to an even higher level.
- The childminder has formed strong partnerships with parents. They comment on how much they value the range of opportunities the childminder provides and the consistent communication they receive. One parent stated that his daughter comes home happy, having learned something new every day. However, the childminder has not fully established partnerships with other agencies, such as playschools, to further support children and parents effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She is clear on the signs and symptoms of abuse that could indicate a child is at risk of harm. She confidently explains what actions she would take, in a range of safeguarding scenarios. The childminder has a good awareness of how to report any concerns regarding children or her suitability. She completes regular training to update her knowledge. The childminder undertakes effective daily risk assessments of the setting, to help reduce and minimise any potential hazards.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- establish a secure and focused programme of continual professional development, to raise the overall quality of teaching to an even higher level
- strengthen partnerships with other agencies involved in a child's care, to improve information sharing and to create a shared approach to children's development and learning.

Setting details

Unique reference number	EY487732
Local authority	Kent
Inspection number	10264289
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	3
Number of children on roll	5
Date of previous inspection	9 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Maidstone, Kent. She offers care all year round, from 8am to 5pm, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Harvey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector through both discussions and written comments.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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